DOCUMENT RESUME

ED 090 753 EC 061 916

AUTHOR Schrock, John H.
TITLE A Program for the Development of an Elementary School Program for the Gifted Child.
PUB DATE Sep 73
NOTE 46p.; Ed.D. Dissertation, Nova University

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS *Enrichment; *Exceptional Child Education; *Gifted; High Achievers; *Program Descriptions; Program Development; *Program Evaluation
IDENTIFIERS California

ABSTRACT

A 1-year (1972-1973) program for 40 gifted children in grades 1-6 involved identification, implementation, and evaluation. On State (California) mandate for initiation of an enrichment program for the gifted, the Stanford-Binet Intelligence Scale was used to identify students with IQ scores of at least 130. Program development (limited by funding of $25.00 per student) involved 22 teachers; ranking by students of interest (from highest to lowest) in language arts, science activities, typing, mathematics, and foreign languages; and 17 activities such as a stock market project, film making, and newspaper writing undertaken mainly in regular classes. Spanish was taught to primary students, and French was offered to intermediate students. Evaluation by students on a scale of very interesting to poor indicated that critical thinking skills activities were rated good, and social awareness situations activities were rated very interesting, as were mathematics and pre-speed reading skills activities. Teachers indicated that their methods of contracts, interest centers, and activities boxes (for indepth area study) were successful, but programed instruction bored the students; and that more money and time were needed. Among program benefits were parent participation and improvement of teachers' skills. (Included in appendixes are goals and objectives, a program description, proposed budget, evaluation procedures, and photographs.) (MC)

NOVA UNIVERSITY COLLEGE AVENUE, FORT LAUDERDALE, FLORIDA 33314 • 305/587-6660

NATIONAL ED.D. PROGRAM FOR EDUCATIONAL LEADERS

ED 090753

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

A PROGRAM FOR THE DEVELOPMENT OF AN ELEMENTARY SCHOOL PROGRAM FOR THE GIFTED CHILD

by

John H. Schrock
Coordinator, Early Childhood Mathematics, Sacramento City Unified School District
Sacramento, California

Practicum report, submitted in partial fulfillment of the requirements for the degree of Doctor of Education, Nova University

September 1973

SP 001 919

John H. Schrock

A PROGRAM FOR THE DEVELOPMENT OF AN ELEMENTARY SCHOOL PROGRAM FOR THE GIFTED CHILD.
(Practicum report submitted to meet requirements for the degree of Doctor of Education, Nova University, Ft. Lauderdale, Florida.)

Sacramento City Unified School District, Sacramento, California.

A program designed to permit gifted children to function more creatively than in programs prescribed for average and slow children was developed in a K-6 elementary school in compliance with state mandate. Forty children were identified by individual psychological test as meeting the state IQ criteria for gifted children. Development of the program involved the staff of twenty-two teachers and utilized polls of the children to determine interest in enrichment activities. Although the scope of the program was restricted by funds limited to $25 per pupil, appropriate activities were provided within the regular classrooms, with additional once-a-week classes for intermediate children, utilizing materials from the district's resource library and the part-time assistance of a substitute teacher. Evaluation of the program, through data collected from the children, teachers and parents indicated that it achieved enhanced instruction for the children, a better understanding of their needs by their parents and an upgrading of teacher proficiency in the teaching of the gifted.

ABSTRACT

A program of curriculum enrichment for the gifted child was developed and executed in a K-6 school setting.

The staff of twenty-two teachers were involved in the development, execution, and evaluation of the program.

The outcomes of the program were the enhancement of the instruction of forty boys and girls who were identified as gifted, a better understanding of the needs of their children by parents of the gifted, and the upgrading of teacher proficiency in the teaching of the gifted.

TABLE OF CONTENTS

		PAGE
INTRODUCTION		1
RATIONALE		2
STATEMENT OF THE PROBLEM		5
THE SOLUTION		6
THE DESIGN		6
LIMITATIONS OF THE PROJECT		7
EXECUTION OF THE PROJECT		8
FINDINGS		10
I.	Interest Inventory Of The Gifted	10
II.	Enrichment Activities Available In The Regular Classroom	11
III.	Children's Evaluation Of Special Enrichment Activities Outside Of The Regular Classroom	15
IV.	Methods Used By The Teachers In Carrying Out The Program	17
V.	Parental Involvement and Evaluation	19
VI.	Teachers' Evaluation Of The Enrichment Program	20
APPENDIX A.	GOALS AND OBJECTIVES FOR THE MENTALLY GIFTED MINORS PROGRAM 1972-73	22
APPENDIX B.	CHILDREN'S EVALUATION FORM	32
APPENDIX C.	PHOTOGRAPHS OF SCIENCE FAIR	34
BIBLIOGRAPHY		41

LIST OF TABLES

TABLE		PAGE
I.	CHILDREN'S RESPONSES TO THE INTEREST SURVEY	10
II.	ACTIVITIES AVAILABLE FOR THE GIFTED CHILD IN THE REGULAR CLASSROOM	14
III.	CHILDREN'S EVALUATION OF CRITICAL THINKING SKILLS ACTIVITIES	15
IV.	CHILDREN'S EVALUATION OF SOCIAL AWARENESS SITUATIONS	16
V.	CHILDREN'S EVALUATION OF MATHEMATICS ACTIVITIES	16
VI.	CHILDREN'S EVALUATION OF PRE-SPEED READING SKILLS	16

INTRODUCTION

This report attempts to describe a program which was developed, executed, and evaluated in an elementary school setting for the purpose of developing a climate in which identified gifted children could function more creatively than in the program prescribed for the average and slow pupils.

The program was mandated. However, the means of arriving at the mandated goal was left to the individual building administrator.

A needs assessment in terms of staff, curriculum, and pupils was made and a plan of operation was arrived at and put into operation.

The program was evaluated by the participants in terms of the activities and organizational plan.

This report summarizes the program and makes recommendations for future programs.

RATIONALE

Perhaps one of the most important by-products of the space race has been the emphasis placed upon the education of one of our most precious resources, our gifted youngsters. This has not always been a priority in American education, as exemplified by numerous case studies of bright, successful people who have been failed by the "system", Thomas Edison being a prime example of this educational neglect.

Even though we can see the need for, and give lip service to education for the gifted child, very little has been done to establish programs of merit. This can be seen in the pitifully small amounts of monies allocated for this purpose.

At this point in time, the literature reveals three basic means of structuring programs for the gifted. Samuel A. Kirk summarized these programs as follows:

> Acceleration.....It refers to (1) admitting gifted children to kindergarten or first grade according to mental age rather than chronological age, (2) skipping grades, (3) telescoping grades, (4) early admission to secondary schools or colleges, and (5) other methods such as passing courses in high school and college by examination.
>
> Enrichment.....the type of activity devoted to further development of the particular intellectual skills and talents of the gifted child....ability to (1) associate and interrelate concepts, (2) evaluate facts and arguments critically, (3) create new ideas and originate new lines of thought, (4) reason through complex problems, and (5) understand other situations, other times, and other people.

> Special Grouping.....(1) grouping the children within a regular class in the elementary school, (2) organizing special sections in the subject matters (e.g. English, science, mathematics, and social studies) in the upper elementary school and in the secondary school, (3) offering advanced courses for superior students in secondary schools, and (4) offering honors courses for superior students in college.[1]

Since the enrichment approach was indicated by district policy, a search of the literature produced the following rationale for establishing criteria for the program.

1. Has each classroom teacher identified and listed the students who are gifted? If teachers are unable to do this, a well planned classroom enrichment program is not operating. If only some of the teachers have done it, the gifted child program is not reaching all of the gifted youngsters in the school.

2. Can each classroom teacher describe the specific curriculum modification being made for each bright youngster? Again, if each teacher cannot do this, there is not a complete enrichment program.

3. Does some person have supervisory responsibility for the entire program? Such a person may help classroom teachers in the identification process and provide motivation, ideas, and materials as the program progresses.[2]

[1]Samuel A. Kirk, Educating Exceptional Children, (Boston: Houghton Mifflin Co., 1962).

[2]J. Kough, "Administrative Provisions for the Gifted," in B. Shertzer, ed., Working With Superior Students, (Chicago: Science Research Associates, 1960), p. 147.

Gallagher (1964) stated that it is imperative that a school meet these criteria or they cannot claim to have an adequate enrichment program for gifted children.

> .....many times the good intentions of the instructor faded and became additional work assignments for the gifted, but at a similar, if not lower, conceptual level. Many enrichment programs have been found more on paper than in operation.[3]

[3] James J. Gallagher, Teaching The Gifted Child, (Boston: Allyn and Bacon, Inc., 1964), pp. 79-80.

A PROGRAM FOR THE DEVELOPMENT OF AN ELEMENTARY SCHOOL PROGRAM FOR THE GIFTED CHILD

STATEMENT OF THE PROBLEM

A mandate was given that each school district must provide a program for its identified gifted pupils. In the Sacramento City Unified School District it was determined that each school develop its own program for the gifted.

By the use of an individual psychological test,[4] forty (40) children at the Pony Express Elementary School were found to meet or exceed the state's requirement of 130 I.Q., and thus, a special program was needed.

Funds were limited to twenty-five dollars ($25.00) per identified pupil which placed obvious restrictions upon the development of a program.

Some district assistance was furnished in terms of one coordinator and two resource teachers to serve the district's seventy (70) schools.

[4]Testing was accomplished by a certificated school psychologist using the Stanford-Binet Intelligence Scale, Form L-M 1960 in accordance with state guidelines.

THE SOLUTION

It was felt that an effective program could be developed to meet the state requirements despite the limited financial resources available.

An enrichment program was to be developed around the existing talents of the staff and materials. Supplemental to the program were state funds, community resources, and parental participation.

THE DESIGN

The assumption that an effective enrichment program for identified gifted children could be developed with existing resources and supplemented with minimum state funds was the basis for this project.

Two teachers, with experience in teaching the gifted, were asked to help make a needs assessment and determine the program to be developed.

Identified gifted pupils were polled to determine their interests in enrichment activities.

A search of the literature was made to determine the kinds of special needs of the gifted to be served by the program as well as the kinds of activities which would be appropriate to meet those needs.

Parents were invited to attend a meeting which outlined the proposed program at which they asked questions and offered suggestions.

School district personnel met with the school staff for the purpose of establishing goals for the program and identifying materials and other resources available for use with the children.

Evaluation of this program was accomplished by using input data from teachers, pupils, and parents.

The three basic components of the program were supervision, curriculum development, and evaluation.

LIMITATION OF THE PROJECT

This program was limited to forty (40) pupils, first through sixth grade, who had been identified as gifted according to state guidelines.

One thousand dollars (approximately) of state monies were used as well as the services of the principal, twenty-two teachers, a secretary, and three central school district personnel.

The program was planned during the fall semester of the 1972-73 school year and executed and evaluated during the spring semester of the same year.

EXECUTION OF THE PROJECT

The principal and two teachers made a needs assessment relevant to the development of an enrichment program for the mentally gifted minors enrolled at the Pony Express Elementary School. This was accomplished through a search of student records, resource library of the school district, and polling of teachers and students.

It was found that there were forty (40) qualified youngsters eligible to participate in the program and that they were scattered somewhat equally between the primary (grades 1, 2, and 3) and the intermediate (grades 4, 5, and 6) segments.

Many materials, commercial and staff prepared, were found to exist in the resources library and were available for school use. The teachers prepared a list of the materials, and distributed them to the other teachers on the staff.

At a special meeting of all the staff, it was determined, through discussion, that all primary gifted children would be given an enriched program within their own classroom. Materials from the district's resource library along with other teacher-made materials would be used.

The intermediate gifted children would be given a special class once per week and these activities would be carried over into the children's regular classrooms. These activities would be based upon materials derived from the resource library and teacher-made materials.

The principal and committee met with district personnel and developed a statement of goals and objectives and delineated responsibilities for the program. A formal draft (Appendix A) was drafted and subsequently approved by the superintendent.

A substitute teacher's services were engaged for one-half day per week so that one of the intermediate teachers could be provided time to work with the gifted children.

A search of the literature gave direction for the development of curricular, content, and staff-planned activities accordingly.

Evaluation of the program was accomplished through the data collected from the children, teachers, and parents, both directly, and written forms, and indirectly, through parent meetings, questions directed to children orally, and teacher comments.

The evaluation forms used were developed by the task force and the central district staff (Appendix B).

Supervisory conferences were held twice monthly with the personnel involved in the program.

FINDINGS

The findings of this program were derived through the data contributed by the task force, central district personnel, teachers, pupils, and parents. They were based upon written evaluations as well as direct and indirect observations of the writer.

I. INTEREST INVENTORY OF THE GIFTED

A survey of the gifted children in grades f, 5, and 6 was made to determine their special interest and it was found that the areas of language arts and science ranked high with typing, mathematics, and foreign language ranking lower (see Table I).

TABLE I

CHILDREN'S RESPONSES
TO THE INTEREST SURVEY

Language Arts Activities	91%
Science Activities	77%
Typing	60%
Mathematics	58%
Foreign Language	21%

II. ENRICHMENT ACTIVITIES AVAILABLE IN THE REGULAR CLASSROOMS

The nine intermediate grade teachers were asked to compile a list of activities in which the identified gifted children in their classes participated during the school year.

Ranking high on their list were science projects, geography projects, and spelling contests (see Table II).

The Geography projects included map making activities, both drawing and three dimensional, and the use of critical thinking skills materials prepared by the Social Studies School Service, 10000 Culver Boulevard, Culver City, California 90230.

The Science projects carried out by the students were individual in nature and culminated in a Science Fair (see Appendix C).

Individual teachers prepared spelling lists for contests among the various grade levels of gifted children.

The gifted children were each given leadership responsibility for various classroom and school activities; such as, student council election, organization of science fair, art fair, and debate teams.

History projects were basically written reports with variations by some with the use of overhead projectors, illustrations, and skits. The Powder Horn Experiment

and Water Rights Dispute, sociological and geographic exercises, were used by the intermediate children (published by Simile II, P. O. Box 1023, La Jolla, California 92037).

The McGraw-Hill, Educational Developmental Learning Laboratory was used supplementally with the regular reading program, particularly in the area of pre-speed reading skills.

Cultural awareness activities, particularly in the areas of Black, Chicano, and Asian Americans were conducted by the use of films, pictures, readings, and demonstrations.

Film making was used as an activity for the primary gifted children in which they wrote, directed, filmed, and edited an original 20 minute film which they presented to the student body and parents.

The intermediate children engaged in a make-believe stock market in which they were each given $200.00 to invest with their own brokers over a one month period. They prepared bar graphs of their selected stocks and made visits to the local stock exchange. Students who showed the most profit over the period were rewarded with a pizza at the local pizza parlor.

Puppet shows and a version of Shakespeare's "Mid-Summers Night Dream" were produced by the students.

A monthly newspaper was prepared by some intermediate pupils and included classroom stories, sports, and music. Sue Botell, a teenage syndicated columnist (Helen Help Us), visited the children and answered questions about newspaper writing. A field trip to the local newspaper culminated this activity.

A speech contest for intermediate youngsters culminated during Black History Week, at which time leaders from the Black community were invited to judge and certificates of merit were awarded.

Teacher-made mathematics materials and the S.R.A. Mathematics Laboratory was used to supplement the regular mathematics program.

Panel discussions and debates were used with gifted children in one classroom. Technique was stressed as well as controversial topics, such as, Women's Liberation, ecology, etc.

Spanish was taught to all primary gifted children on a daily basis, while French was offered to the intermediate youngsters.

Typing was offered to all sixth year pupils including the gifted. "You Learn To Type" programed records and books by McGraw-Hill were used in this program.

TABLE II

ACTIVITIES AVAILABLE FOR
THE GIFTED CHILD IN THE REGULAR CLASSROOM

ACTIVITY	NO. OF CLASSROOMS
Geography Projects	7
Science Projects	7
Spelling Contests	7
Group Leadership Responsibility	6
History Projects	6
Reading Laboratories	5
Cultural Awareness	5
Film Making	3
Stock Market Projects	3
Dramatics	3
Newspaper Writing	1
Speech Contest	1
Mathematics Laboratory	1
Panel Discussion	1
Debate	1
Foreign Language	1
Puppetry	1

III. CHILDREN'S EVALUATION OF SPECIAL ENRICHMENT ACTIVITIES OUTSIDE OF THE REGULAR PROGRAM

The children were asked to evaluate the enrichment program developed by the task force in the areas of critical thinking skills, social awareness situations, mathematics, and pre-speed reading skills (Appendix C). It was found that in all four areas the children, as a whole, ranked the activities very interesting or good (see Tables III, IV, V, AND VI).

These activities were conducted by the specially designated intermediate teacher, using both published materials (Powder Horn Experiment, Water Rights Dispute, S.R.A. Mathematics Laboratory, and Educational Developmental Learning Laboratory) and teacher prepared materials (Mind puzzlers and Project cards). These teacher-made materials were derived from various sources.

TABLE III

CHILDREN'S EVALUATION OF CRITICAL THINKING SKILLS ACTIVITIES

	Very Interesting	Good	All Right	Mediocre	Poor
Observation	25%	65%	10%	0%	0%
Comparisons	33%	32%	25%	0%	0%
Assumptions	55%	30%	15%	0%	0%
Classifying	10%	70%	18%	2%	0%

TABLE IV

CHILDREN'S EVALUATION OF SOCIAL AWARENESS SITUATIONS ACTIVITIES

	Very Interesting	Good	All Right	Mediocre	Poor
Powder Horn Experiment	90%	5%	5%	0%	0%
Water Rights Dispute	80%	15%	5%	0%	0%

TABLE V

CHILDREN'S EVALUATION OF MATHEMATICS ACTIVITIES

	Very Interesting	Good	All Right	Mediocre	Poor
Algebra	73%	12%	15%	0%	0%
Mind Puzzlers	85%	15%	0%	0%	0%
Project Cards	55%	40%	5%	0%	0%

TABLE VI

CHILDREN'S EVALUATION OF PRE-SPEED READING SKILLS ACTIVITIES

	Very Interesting	Good	All Right	Mediocre	Poor
Pictures	80%	20%	0%	0%	0%
Phrases	85%	15%	0%	0%	0%

IV. METHODS USED BY THE TEACHER IN CARRYING OUT THE PROGRAM

The staff was given the option of using any system or method they so desired in executing the program. They were urged, however, to try a "new" or innovative way of presenting the program. These new or innovative methods were to be new only to the teacher. They included the following:

Contracts - The teacher drew up an agreement with the individual child pertaining to the subject to be studied, executed, evaluated, and how long it would take to complete.

Programed Instruction - This method was used in Mathematics and Typing. Pupils worked at their own speed in completing the published materials.

Interest Centers - Science, history, and reading centers were prepared by primary teachers using film strip views, records, film loops, tapes, headsets, books, pictures, and specific objects. Suggested activities were included along with an evaluation check sheet for pupil and teacher.

Activities Boxes - These boxes were prepared by school district personnel and contained approximately 150 activities. These activities were broken down into curricular areas and were designed to provide in-depth study of the various concepts presented in the regular content of the curriculum.

Feelings regarding these methods used by the staff were assessed by the staff in a general meeting. It was

the consensus that the children responded favorably to the various approaches used and that perhaps these techniques could be used to help individualize instruction of all children.

The teachers who used the contract system reported that the gifted children responded positively and recommended further use of the system with the bright children.

Programed instruction, particularly in mathematics, was reported to be the least successful for the bright child, as they appeared to become bored with the slowness and tedium of the program.

The activity box appeared to be satisfactory for some children, but it was difficult for the classroom teacher to correlate the activities with the objectives of the program and monitor the activities.

Interest centers required much teacher preparation and monitoring took much time; however, the teachers reported that the objectives of the program were served well by this method and the children showed much enthusiasm in using them.

V. PARENTAL INVOLVEMENT AND EVALUATION

Forty-six (46) parents participated in the Fall meeting. The purpose of the meeting was to meet the personnel involved in the program, make them aware of the limitations, and establish lines of communications for parental input.

Several parents volunteered to help with field trips, speakers, and materials.

Input from parents indicated that they wished their children to participate in activities which would enhance their regular instruction.

At the meeting of parents in May, twenty-six (26) parents participated. The purpose of this meeting was to evaluate the existing program and make recommendations for future programs.

The majority of parents felt that the program objectives for the year had been met and that a program of enrichment should be continued for the coming year with more emphasis placed on foreign language and reading skills.

VI. TEACHERS' EVALUATION OF THE ENRICHMENT PROGRAM

The teaching staff, for the purpose of evaluation, was divided into two groups, primary grades and intermediate grades. The reason for this division was because of the dual nature of the program. The primary children were self-contained with the exception of a 15 minute a day pull-out for foreign language instruction. The intermediate program was a pull-out program correlated with homeroom instruction.

The primary teachers reported that other than the foreign language program, the instructional strategies used by them varied greatly. Some used a "contract" system, others used "programed instruction", while others used "interest centers" and "activities boxes." They felt that the freedom to operationalize the program to meet their instructional styles was important and necessary for a successful program. They did feel, however, that more emphasis be given to correlating the program with the expressed interests of the children.

The intermediate teachers found their program to be acceptable and felt that the Friday pull-out was advantageous in that the children had more opportunity to interact with their peers and further, that the teachers had the opportunity to go into depth with the children in the areas of their greatest competencies.

The entire teaching staff believed that the program was successful and should be continued. They did state, however, that there should be more time and money made available for the program.

It was the writer's conclusion that the program for the enrichment of instruction for the gifted child was met with enthusiasm and interest by all who were involved. The children were eager to participate and showed much enthusiasm in the activities.

The replication of this program would appear to be self-evident for the coming year. The application of using this enrichment technique could certainly be used with other children, particularly those talented youngsters who do not qualify under state guidelines but, nevertheless, indicated superior ability.

One of the spin-off benefits of this program was the involvement of staff members in sharpening their teaching skills and the sharing of their art with each other.

Another important aspect of the program was the participation of the parents, many of whom gained a deeper understanding of their child through working with the teachers in the execution of the activities. Further evidence of this was indicated by the number (twenty-six) who joined the local chapter of the Association for Mentally Gifted Education.

APPENDIX A

PONY EXPRESS ELEMENTARY SCHOOL

GOALS AND OBJECTIVES FOR THE MENTALLY GIFTED MINORS PROGRAM 1972-73

Sacramento City Unified School District

Sacramento, California

October, 1972

CONTENTS

GOALS ..... PAGE 1

OBJECTIVES ..... PAGE 2

DESCRIPTION OF PROGRAM ..... PAGE 5

PROPOSED BUDGET ..... PAGE 6

EVALUATION PROCEDURES ..... PAGE 7

GOALS FOR THE MENTALLY GIFTED MINORS PROGRAM AT PONY EXPRESS ELEMENTARY SCHOOL

Nine major goals and related objectives have been determined for the M.G.M. Program at Pony Express Elementary School. It is in these nine areas that emphasis will be placed during the 1972-73 school year.

The goals apply to all segments within the school - Kindergarten, Primary, and Intermediate. The nine goals are as follow:

I. To provide parents of children in the M.G.M. Program with information about the program and receive input from them.

II. To identify those pupils who might qualify for the M.G.M. Program.

III. To teach basic skills required for problem solving and critical thinking.

IV. To promote application of knowledge gained at increasingly higher levels and consistent with exceptional intellectual ability.

V. To develop the ability to analyze and synthesize ideas and use the scientific method for the solution of problems.

VI. To promote positive self-concepts and a feeling of personal worth.

VII. To maximize creative potential and encourage self expression.

VIII. To develop leadership ability and appreciation for talent of all kinds.

IX. To provide information and assistance relative to career selection.

OBJECTIVES FOR THE MENTALLY GIFTED MINORS PROGRAM
AT PONY EXPRESS ELEMENTARY SCHOOL

I. To provide parents of children in the M.G.M. Program with information about the program and receive input.

A. Orientation Meeting

A meeting of all parents with children in the M.G.M. Program will be held in the month of November, at which time the program will be explained and comments solicited.

B. Evaluation Meeting

A meeting of all parents with children in the M.G.M. Program will be held in May, at which time the staff will give an evaluation of the program and parents will have an opportunity to comment.

II. To identify pupils for the M.G.M. Program.

A. Screening Program

1. All teachers will be asked to submit names of pupils for screening by November 1.

2. Parents will be notified and names submitted to the Psychologist's office by November 10.

III. To teach basic skills required for problem solving and critical thinking.

A. Teachers will work with materials specifically designed for developing problem solving and critical thinking skills.

1. Materials provided by the M.G.M. office.

2. Materials purchased for the program.

IV. To promote application of knowledge gained at increasingly higher levels and consistent with exceptional intellectual ability.

A. Pupils will demonstrate application in projects and discussions.

1. Individual projects

2. Individual conferences

3. Group projects

4. Group discussions

V. To develop the ability to analyze and synthesize ideas and use the scientific method for the solution of problems.

A. Pupils will work through individual science projects with the science teacher.

1. Individual projects

2. Group projects

VI. To promote positive self concepts and a feeling of personal worth.

A. Pupils will plan and demonstrate their projects to fellow pupils and parents.

1. Special programs

2. Classroom demonstrations

3. Art Fair

4. Science Fair

VII. To maximize creative potential and encourage self expression.

A. Pupils will participate in Art and Language projects designed by the staff.

1. Drama workshop

2. Movie making

3. Publishing experiences

4. Still photography

5. Art exhibits

VIII. To develop leadership ability and appreciation for talent of all kinds.

A. Children will be encouraged to participate in student government.

1. Student Council

2. Art Club

3. Photo Club

4. Science Club

B. Children will analyze efforts and products of other pupils.

1. Exhibits

2. Plays

3. Reports

4. Publications

IX. To provide information and assistance relative to a career selection.

A. Resource speakers and literature will be provided.

1. Interest club activities

2. Study trips

-5-

A DESCRIPTION OF THE M.G.M. PROGRAM

The Mentally Gifted Minors Program at Pony Express Elementary School for 1972-73 will differ from the regular program in that each identified pupil will receive an enriched program. His instruction will be individual and in cluster groups. There will be much emphasis placed upon individual and group projects.

Although the classroom teacher will have the primary responsibility for the execution of the program, two teachers will act as coordinators: one for those children in the primary levels and one for the intermediate levels.

Parental involvement will be an important component of the program, not only in planning and evaluating, but also in providing active support in its execution.

Curricular emphasis will be placed upon Language Arts, Mathematics, Science, and Art.

PROPOSED BUDGET FOR THE M.G.M. PROGRAM 1972-73

Allocation		$887.00
Expenditures		
(560 10 70) Certificated Salary (temp.)	$325.00	
(560 17 78) Instructional Supplies	300.00	
(560 70 21) Equipment	262.00	
TOTAL		$887.00

EVALUATION PROCEDURES FOR THE M.G.M. PROGRAM 1972-73

The evaluation of the M.G.M. Program will entail three components: pupils, parents, and teachers.

Pupils Each child will be asked to evaluate his experiences at the completion of each project. In the case of primary children, this will be an oral evaluation. Intermediate pupils will make written evaluations.

Parents During the month of May, 1973, an effort will be made to determine the parents' perceptions of the effectiveness of the program in relation to their own child.

Teachers The two coordinators will prepare a profile of activities related to the goals and objectives in which each child has participated and will assess the degree of accomplishment each has shown.

APPENDIX B

EVALUATION OF GIFTED PROGRAM Room #

1. Critical Thinking Skills

	Very Interesting	Good	All Right	Mediocre	Poor
Observations Comparisons Assumptions Classifying					

Comments:

2. Social Awareness Situations

	Very Interesting	Good	All Right	Mediocre	Poor
Powder Horn Water Rights Dispute					

Comments:

3. Mathematics and Language Arts

	Very Interesting	Good	All Right	Mediocre	Poor
Algebra Mind Puzzlers News Columnist Project Cards					

Comments:

4. Pre-Speed Reading Skills and Drama

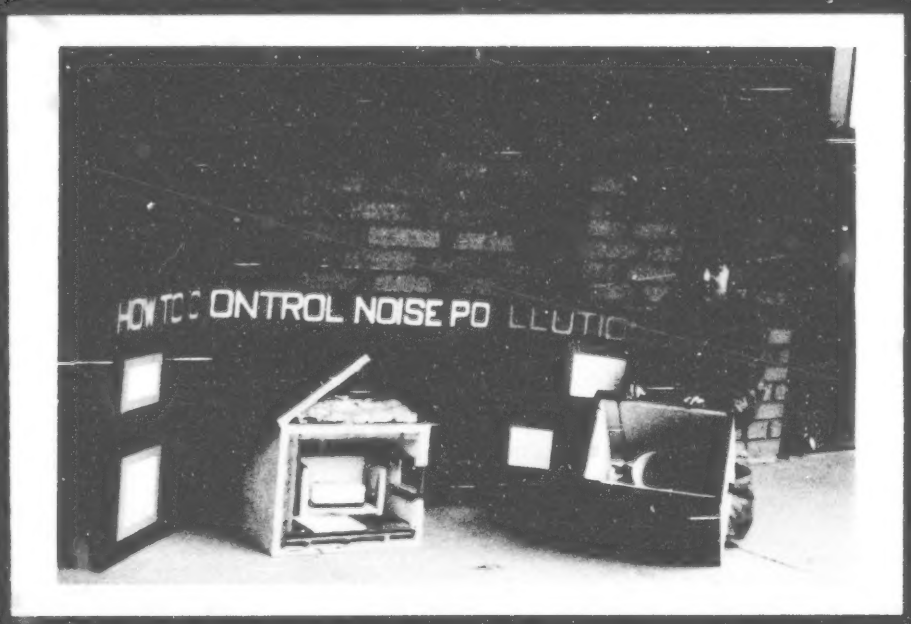
	Very Interesting	Good	All Right	Mediocre	Poor
Pictures Phrases Drama					

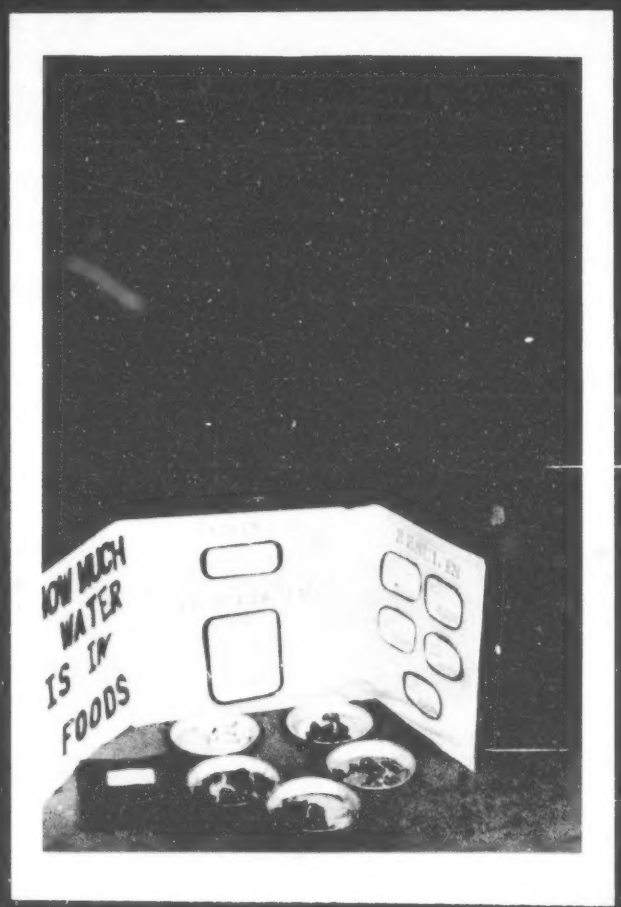
Comments:

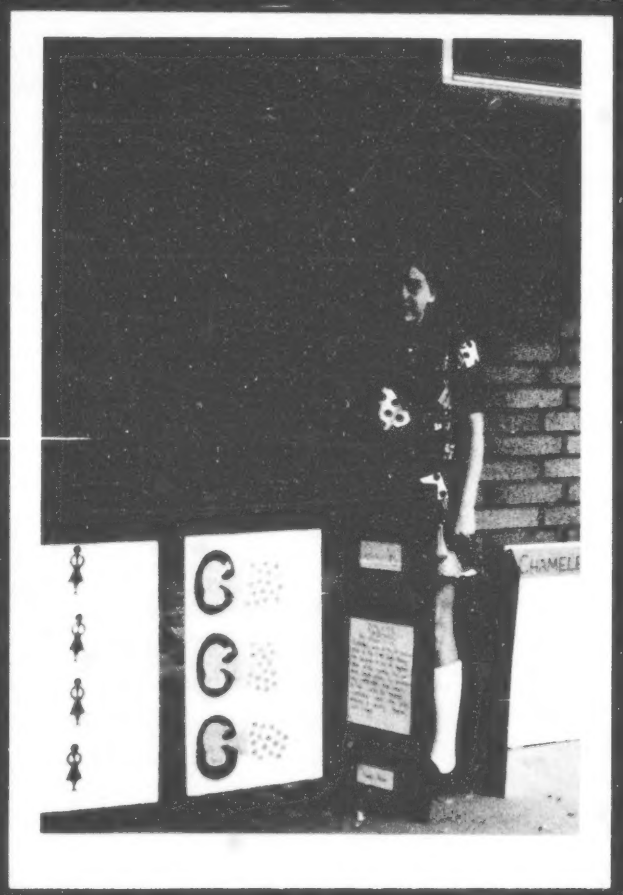
APPENDIX C

SCIENCE FAIR

NEMATODES


ONTROL NOISE PO

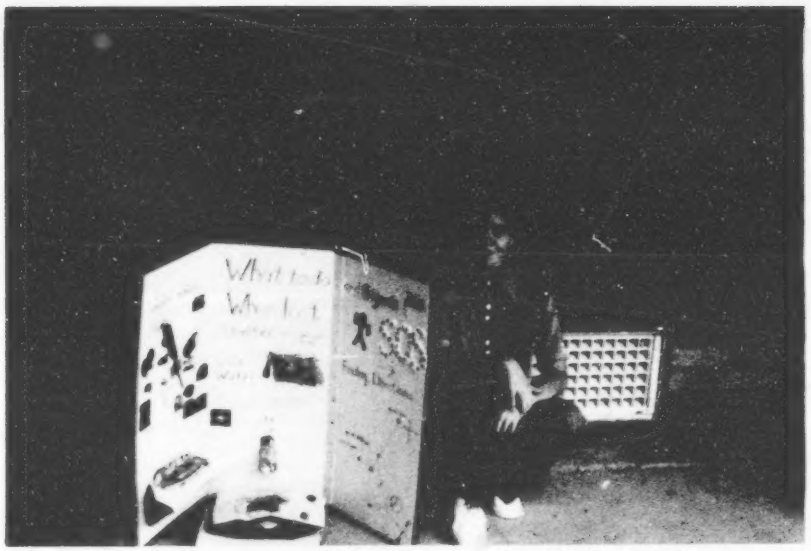

HOW MUCH
WATER
IS IN
FOODS



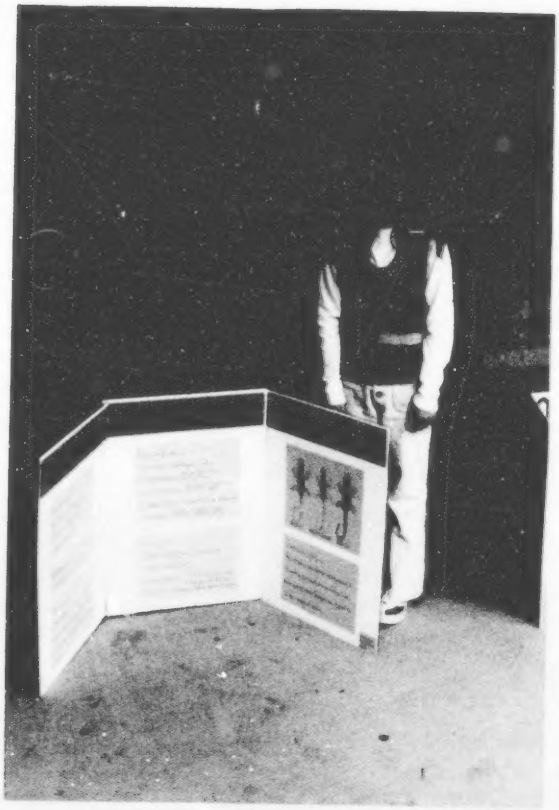
ONTACTS BE
AN GLASSE

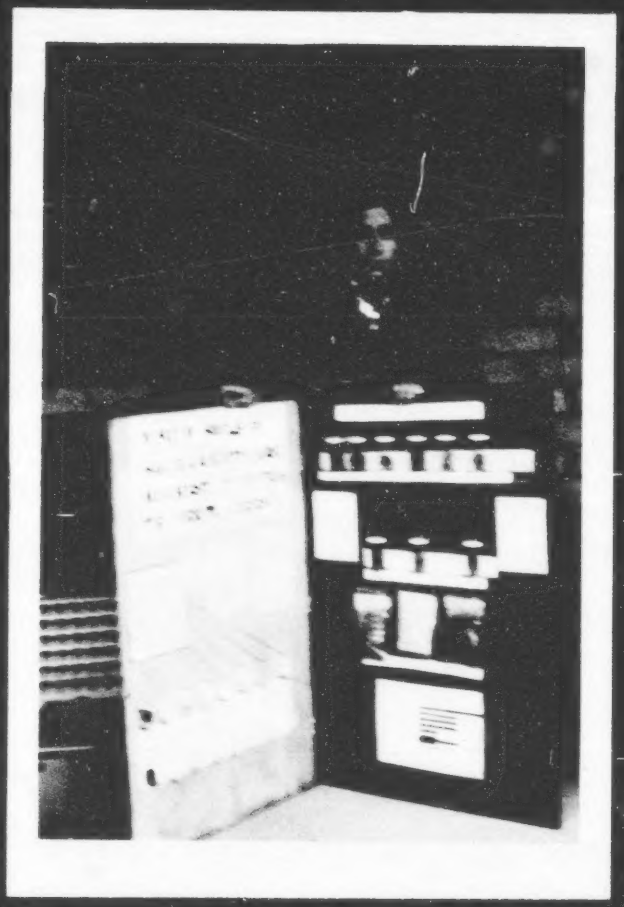
WONDERFUL BRAIN

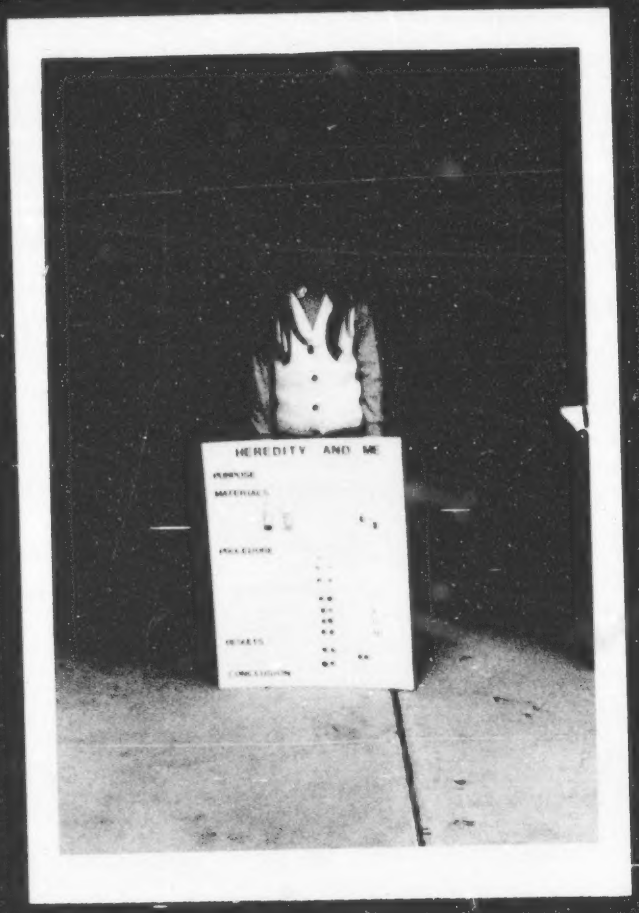
Fingers
PARTS OF THE EYE



WATER
POLLUTION






HEREDITY AND ME

DO
DOGS
PAWPRINTS

BIBLIOGRAPHY

Gallagher, J. J., Teaching The Gifted Child, Boston: Allyn and Bacon, Inc., 1964, pp. 79-80.

Kirk, S. A., Educating Exceptional Children, Boston: Houghton Mifflin Co., 1962.

Kough, J., "Administrative Provisions For The Gifted", in B. Shertzer, ed. Working With Superior Students, Chicago: Science Research Associates, 1960, p. 147.